



# AASI Certified Level III Snowboard Teaching ASSESSMENT FORM

- Meets Standards  
 Does Not Meet Standards

**Candidate:**  
**Assessment:**  
**Region:**  
**Assessor(s):**

Assessment Scale for Certified Level III	
1	Essential elements were not observed or not present.
2	Essential elements are beginning to appear.
3	Essential elements appear, but not with consistency.
4	Essential elements appear regularly at a satisfactory level.
5	Essential elements appear frequently, above required level.
6	Essential elements appear continuously, at a superior level.

## ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills
<b>Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)</b>	<b>Assess &amp; Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.</b>
<b>Needs/Safety</b> Address group and individual needs for esteem.	<b>Assess</b> Continually assess student motivations, performance, and understanding.
<b>Behavior Management</b> Adapts behaviors for positive group and individual interaction.	<b>Collaborate</b> Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Plan Lesson</b> Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.
<b>Comments</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.</b>
	<b>Adapt</b> Tailor the learning environment to align with the needs of individuals.
	<b>Descriptions, Demonstrations, Feedback</b> Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.
	<b>Manage Risk</b> Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals.
<b>People Skills</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals. (Assessed when Teaching)</b>	<b>Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.</b>
<b>Communication</b> Customize verbal and non-verbal communication to match or influence individuals.	<b>Explore, Experiment, Play</b> Customize and pace learning activities to allow students reflection time as they explore, experiment, and play toward desired outcomes.
<b>Active Listening</b> Use varied, active-listening tactics to personalize the experience.	<b>Describe Change</b> Encourage the students to communicate change in performance and/or understanding.
<b>Feedback Delivery</b> Deliver feedback that supports the emotions of the individuals in the group.	<b>Relate Change</b> Collaborate with students to apply gained skills to riding/skiing situations.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust. (Assessed when Teaching)</b>	
<b>Interaction</b> Manage the group dynamic to positively influence individual experiences.	<b>Comments</b>
<b>Motivations/Emotions</b> Support and manage the motivations and emotions of all.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	